

Marking and Feedback Policy



Spring 2016

Eastway Primary School Marking and Feedback Policy








The principles of AFL:

- Clarifying and understanding learning intentions and criteria for success
- Engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as teaching and learning resources for one another
- Activating students as owners of their own learning









In line with our commitment to AFL, discussions, formative assessment strategies and addressing misconceptions there and then are our main priorities to ensure effective feedback. Where possible, children should be involved in setting their own WALTs and success criteria. As much as possible, they should assess their own or their peers' work against these, identifying what they have done well and fixing their own mistakes.

Foundation marking code



Foundations stage will begin to use these codes when appropriate.

						
Capital letters	Letter formation	Finger spaces	Writing on the line	Sounding words out using Phonics	Full stops	Reading work aloud to check it makes sense

KS1 Marking code

							
Capital letters	Letter formation	Finger spaces	Writing on the line	Sounding words out using Phonics	Full stops	Interesting word choice	Reading work aloud to check it makes sense

KS2 Margin marking codes.

	Read it back
Wiggly line underneath words/sentences	Doesn't make sense
	Line break
^	Missing word
CL+	Capital letter missing
CL -	Unnecessary capital letters
FS	Add a full stop
SP	Wrong spelling

Children will tick the margin symbol once they have fixed the mistake.

Verbal feedback

Verbal feedback should be given as often as possible. When verbal feedback is given in a lesson, write VF with some detail about what was discussed.

Marking

Marking should link to the WALT and success criteria. These should be written in language that can be understood by the children. RP (response pen) tasks should be set where and when appropriate. If all the criteria have been met, the RP can link to basic skills. In addition, grammar errors can be highlighted pink. Evidence of where children have met the success criteria can be highlighted in green.

From Year 2 onwards, a minimum of one detailed mark should be given weekly. This should consist of; two stars and an RP given in red pen. Children will respond to the RP in green pen. No other colour pens should be used for marking.

Where possible, children should be involved in creating success checklists. When a written success checklist has been stuck in, criteria that the child has met should be highlighted green (**Good to be Green**) and those not yet met, highlighted pink (**Think about the pink**).

Singapore Maths feedback

Throughout the lesson, questioning is used to assess where the children are and who needs extra help or challenge. During the explorations stage, the teacher will share a selection of children's methods with the class as WAGOLLS. As children are writing their journals, teacher will walk around and check understanding. A sample of journals (for example one table) should be marked each day. During guided practise, assess who needs extra support from the teacher before they move onto independent practice. Independent practise will be marked as a class and children will place their work on the appropriate pile (red if they don't understand why they have gone wrong, yellow if they have gone wrong and can explain why and green if they have got them all right). The teacher will check the books after the lesson. Extra comments will not usually be needed as any children needing additional support will work with the TA in the afternoon ready for the next lesson.

	Formative assessment	Success criteria	Feedback	Responding to feedback	Self - assessment	Peer Assessment
Foundation Stage	<ul style="list-style-type: none"> Questioning with lollipop sticks and randomiser wheel Yes/no cards 	<ul style="list-style-type: none"> Verbal criteria given Criteria linked to marking symbols when appropriate 	<ul style="list-style-type: none"> Verbal feedback Foundation Stage marking symbols introduced when appropriate 	<ul style="list-style-type: none"> Verbal corrections Asked how they can improve their learning - linked to growth mindset 	<ul style="list-style-type: none"> Checking work with an adult 	<ul style="list-style-type: none"> Discussing individual's learning as a class
Year 1	<ul style="list-style-type: none"> Questioning with lollipop sticks Voting cards 	<ul style="list-style-type: none"> Year 1 marking symbols Other picture symbols discussed as a class "I can..." statements 	<ul style="list-style-type: none"> Verbal feedback Think about the pink and Good to be Green Highlighted Year 1 marking symbols and "I can..." statements 	<ul style="list-style-type: none"> 'Marbles' awarded for good learning so children check their work 	<ul style="list-style-type: none"> Checking work independently Encouragement through growth mindset to improve learning 	<ul style="list-style-type: none"> Checking each others work using success criteria
Year 2	<ul style="list-style-type: none"> Questioning with lollipop sticks Voting cards 	<ul style="list-style-type: none"> Year 2 marking symbols "I can..." statements 	<ul style="list-style-type: none"> Verbal feedback Think about the pink and Good to be Green Highlighted Year 1 marking symbols and "I can..." statements 	<ul style="list-style-type: none"> 'Marbles' awarded for good learning so children check their work 	<ul style="list-style-type: none"> Checking work independently Encouragement through growth mindset to improve learning 	<ul style="list-style-type: none"> Checking each others work using success criteria 2 stars and a wish for others' work
Year 3	<ul style="list-style-type: none"> Questioning with lollipop sticks and randomiser wheel Voting cards Hinge questions 	<ul style="list-style-type: none"> Written criteria always shared (usually in books) Where possible, created as a class 	<ul style="list-style-type: none"> Verbal feedback Think about the pink and Good to be Green Highlighted success criteria Margin marking with symbols 	<ul style="list-style-type: none"> Response pen time (in green pen) Discussion with adult (when appropriate) House points awarded for good learning 	<ul style="list-style-type: none"> Check against success criteria Proof reading for writing Encouragement through growth mindset to improve learning 	<ul style="list-style-type: none"> Checking each others work using success criteria 2 stars and a wish for others' work
Year 4						
Year 5						
Year 6						

Appendix A – Progression through the school